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ABSTRACT

Twelve national reports on the current state of education in the United States are summarized. Summaries include identification of the theme of the report; major recommendations; implications for schools, colleges, and departments of education; and government and institutional responsibilities in funding and administration. The following reports are included: (1) "Merit Pay Task Force Report"; (2) "A Nation at Risk"; (3) "Paideia Proposal 1982" and "Paideia Problems and Possibilities 1983"; (4) "Meeting the Need for Quality: Action in the South"; (5) "Action for Excellence"; (6) "Making the Grade"; (7) "High School"; (8) "Academic Preparation for College"; (9) "Educating Americans for the 21st Century"; (10) "Educational Reform: A Response from Educational Leaders"; (11) "A Place Called School"; and (12) "The Condition of Teaching: A State by State Analysis." (JD)

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American Association of Colleges for Teacher Education

A SUMMARY OF TWELVE NATIONAL REPORTS ON EDUCATION

AND

THEIR IMPLICATIONS FOR TEACHER EDUCATION

U.S. DEPARTMENT OF EDUCATION
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REPORT: Merit Pay Task Force Report

THEME:

1. Merit pay for elementary and secondary school teachers is only one piece of the school improvement puzzle. A more significant issue is how standards can be raised.

2. Merit pay should be seen as one method to attract and retain able teachers.

MAJOR RECOMMENDATIONS:

1. School districts and states must raise the basic pay of teachers.

2. The pay of starting teachers must receive immediate attention.

3. Despite mixed and inconclusive results with performance-based pay in the private sector and in education, experiments with performance-based pay are encouraged.

4. College and university presidents and trustees should consider the level of institutional support given to their departments of education and increase the percentage of the budget that is directed to teacher education.

5. School districts should devote at least three percent of their budget to faculty growth and development.

6. The federal government should inaugurate an expansion of the summer institutes and other inservice training opportunities for educators that are now part of the science-math-foreign language bills pending in the Senate and passed by the House.

7. School districts should institute a system of sabbatical leaves for educators.

8. A scholarship program available to the brightest high school graduates should be inaugurated by the federal government.

9. A Talented teacher fellowship program should be inaugurated by the federal government, to begin in 1985.

10. School districts should regularly and carefully evaluate administrative personnel.

11. Experimentation in organizational styles for school districts and schools should be undertaken to improve the work environment for teachers.

12. Federal research agencies and bodies should make grants to several independent educational research organizations or individuals for the purpose of developing objective criteria and teacher performance evaluation models that could be used to implement performance-based pay systems.

13. Action must be taken to address school discipline and violence problems.

IMPLICATIONS FOR SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION:

1. Departments of education are encouraged to assess their programs and to consider increasing entrance standards and developing more rigorous course work requirements for students. Colleges and universities should develop strategies to build more effective elementary and secondary school-college partnerships. The federal government should assist collegiate departments of education to upgrade programs and to build and enhance the higher education and K-12 relationship.

2. The U. S. Department of Education, perhaps through the National Institute of Education, should evaluate the experience of states and school districts using merit pay and disseminate that information widely.

3. School districts should earmark monies to fund staff development activities.

4. Summer institutes should be conducted for K-12 teachers that would include advanced instruction in subject matter, updating teaching techniques and evaluating teacher performance.

5. Scholarships should be made available to students who wish to enter teaching.

6. The federal government should support research to develop objective criteria and teacher performance evaluation models that could be used to implement performance-based pay systems.

FUNDING/ADMINISTRATION:

1. States and Localities: increase base salaries for teachers; work with business and industry to improve school management; address school violence and discipline; allocate 3% of school district budget for staff development.

2. Federal government: support for research on performance-based pay; financial assistance to SCDEs to increase standards; support for summer institutes; support for scholarships; support for the talented teacher program.

3. Institutions of Higher Education: demonstrate greater commitment, including finances, to their collegiate department of education.

REPORT: A Nation at Risk

THEME:

1. Educational reform is needed to maintain the United State's ability to compete in world markets.

2. Better education is needed to achieve economic superiority.

3. The education system should prepare individuals for a technologically advanced society.

MAJOR RECOMMENDATIONS:

1. CONTENT: High School graduation requirements should be strengthened to include (a) four years of English; (b) four years of mathematics; (c) three years of science; (d) three years of social studies; (e) one-half year of computer science; (f) two years of foreign language (recommended for all college bound students).

2. STANDARDS AND EXPECTATIONS: Recommended that schools, colleges and universities adopt more rigorous and measurable standards, and high expectations for student conduct and academic performance; and, that four-year colleges and universities raise their requirements for admission.

3. TIME: More school time should be devoted to learning basics. More effective use should be made of the school day; it should be lengthened, or there should be a longer school year. There should be more homework requirements and greater time spent on teaching and learning.

4. TEACHING: Higher standards should be required in teacher preparation; salaries for teachers should be professionally competative and performance-based; 11 month contracts for teachers; school districts should establish career ladders for teaching personnel; non-school personnel should be employed when teacher shortages occur; incentives (e. g. grants or loans) should be available to attract students into teaching; master teachers should supervise new teachers.

IMPLICATIONS FOR SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION:

1. Teacher education candidates should demonstrate an aptitude for teaching and meet high standards.

2. Institutions of higher education should be judged on the quality of the graduates from their education programs.

3. Shortages of mathematics and science teachers should be addressed by the use of "nonschool personnel resources."

4. Incentives such as grants or loans should be made available to college students to attract them into teaching.

FUNDING/ADMINISTRATION:

1. States and localities. LEAs and SEAs have the primary responsibility for funding education and for decision making.

2. Federal Government: Assist with needs of special populations; support data collection and research; assure civil rights; support teacher education in shortage areas.

REPORT: Paideia Proposal 1982
Paideia Problems and Possibilities 1983

THEME:

1. A true democracy must provide education that is equal in quality as well as quantity.

2. Public education is unequal as a result of implicit and explicit tracking systems. Children are divided into those destined for future schooling and those who are not. Specialization in elementary and secondary schools should be replaced with a general curriculum. The education system must be substantially changed to assure access to a quality education.

MAJOR RECOMMENDATIONS:

1. Schooling should be a one track system that is general, liberal, non-specialized and non-vocational.

2. Electives and specialized courses should be eliminated with the exception of a choice in foreign language instruction.

3. Education should occur in three stages: (a) Acquisition of organized knowledge by means of didactic instruction, lectures and responses; (b) development of intellectual skills by means of coaching, exercises, and supervised practice; (c) enlarged understanding of ideas and values by means of maieutic or socratic questioning and active participation.

4. Disadvantaged children should have preschool tutelage made available to them.

5. Teachers should be better trained and receive more pay.

6. The principal should serve as the "headmaster" and be an educational leader rather than middle management administrator.

7. The goal of school should be to prepare students for future learning.

IMPLICATIONS FOR SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION:

1. Radical revision is needed in teacher education programs.

2. Teacher education should be conducted at the graduate level and should occur only after candidates have completed an undergraduate program that is general, liberal and humanistic.

3. A Paideia Center should be established to train teachers.

4. The elimination of many specialized programs in K-12 schools would change the nature of the teaching force.

FUNDING/ADMINISTRATION:

1. Decisions on funding and implementation should be left to school districts.

REPORT: Meeting the Need for Quality: Action in the South

THEME:

1. An assessment of the southern states' responses to The Need for Quality, the 1981 SREB report.

2. Further actions are recommended to improve the quality of education.

MAJOR RECOMMENDATIONS:

1. Teachers should meet more than minimum standards.

2. Loans or scholarships should be used as recruitment incentives for teaching.

3. Teacher education programs should be improved.

4. Certification requirements should be simplified and the number of areas for certification reduced.

5. A standardized certification test should be established; certification reciprocity must be assured.

6. Continuing education programs for teachers should be as rigorous as other graduate level programs.

7. Principals should be instructional leaders and should have completed an administrative internship program prior to assignment.

8. Improved vocational education in secondary and post-secondary institutions stressing reduction of duplication of offerings and the relevance and quality of the programs.

IMPLICATIONS FOR SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION:

1. Passage of a competency test should be required for certification.

2. Program approval should be tied to the percentage of students passing or not passing the competency test.

3. Changes in admission standards to teacher education programs should be monitored and more rigorous standards should be encouraged.

4. The need for additional black teachers should be addressed.

5. Recruitment strategies to attract talented persons into teaching should be developed and might include: loans/scholarships; financial rewards for outstanding teachers.

6. SCDE deans must be change agents to: evaluate courses using a criterion of academic excellence; eliminating course redundancy; and, integrating research findings into curriculum.

7. Institutions of higher education should respond to the special needs of their education departments.

8. The clinical experience should be increased and integrated into the program.

9. The general education component should be strengthened especially in mathematics and science, giving teachers a strong liberal arts foundation.

10. University presidents should foster and encourage coordination efforts between liberal arts and education faculties.

11. Provisional certification should be given arts and sciences graduates who want to teach in secondary schools.

12. The number of subjects for which certification is granted should be reduced.

13. A common certification test should be used in the states.

14. Graduate degrees in education should be the equivalent of degrees granted in other programs.

FUNDING/ADMINISTRATION:

1. Focus on state/district funding and administration.

REPORT: Action for Excellence

THEME:

1. Technological change and global competition make it imperative to equip students with skills that go beyond the basics. For productive participation in a society that depends even more heavily on technology, students will need more than minimum competence in reading, writing, mathematics, science, reasoning, the use of computers and other areas.

2. The school system needs to be mobilized to teach new skills that will foster economic growth.

RECOMMENDATIONS:

1. Develop and implement state plans for improving education in K-12 public schools. School districts should develop similar plans.

2. Create broader and more effective partnerships for improving education in the states and communities.

3. Marshal resources for public schools. Improve school management.

4. Express a new and high regard for teachers. This should include salary increases and establishment of career ladders.

5. Strengthen the academic experience by strengthening standards and enforcing discipline, strengthening the curriculum and increasing the school day or school year.

6. Provide quality assurance in education. This would include evaluation of teachers, revising certification requirements, student achievement testing, and raising college and university admissions standards.

7. Improve leadership and management in the schools, including establishing higher standards for the recruitment, training and monitoring of principals.

8. Provide additional services for unserved or underserved students. State efforts should be complemented by federal programs.

IMPLICATIONS FOR SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION:

1. States should develop and implement teacher recruitment and retention strategies such as merit pay and career ladders.

2. Teacher certification process should be reviewed and qualified outsiders should be eligible to serve in the schools.

3. Colleges and universities should raise entrance requirements.

4. Tighten teacher selection process.

FUNDING/ADMINISTRATION:

1. Primary focus on action at state and local levels.

2. Federal government should maintain education commitment through support for research, student aid and assistance to special needs children.

REPORT: Making the Grade

THEME:

1. Schools should provide the same core components to all students. These include basic skills of reading, writing, and calculating; technical capability in computers; training in science and foreign language; and, knowledge of civics.

2. Federal government should provide for the national security by ensuring a strong education system.

MAJOR RECOMMENDATIONS:

1. The federal government should emphasize the need for better schools and better education for all.

2. Establishment of a master teacher program to reward teaching excellence.

3. Federal government should support and promote proficiency in English for all public school students, including transfer of federal bilingual education funds into other programs for LEP children.

4. Public schools should provide an opportunity for all students to acquire proficiency in a second language.

5. Schools must go beyond basic scientific literacy and provide advanced training in science and mathematics.

6. Categorical programs required by the federal government should be supported by federal funds.

7. Programs to assist handicapped and disadvantaged children should be continued.

8. Federal impact aid should be reformulated to focus on school districts with substantial numbers of immigrant children.

9. Federal government should support data collection on various aspects of the educational system.

10. Establish special Federal fellowships for "failing" students, awarded to school districts to encourage creation of small, individualized programs.

IMPLICATIONS FOR SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION:

1. Master teachers should be able to spend one year in a professional development or graduate program.

2. Matching grant programs should be established to train teachers for positions in shortage areas (mathematics, science, foreign language).

3. Recruitment through loan/scholarship programs.

ADMINISTRATION/FINANCE:

1. Focus on activities to be supported by the federal government.

REPORT: High School

THEME:

1. The world has changed; quality education in the 1980s and beyond means preparing all students for the transformed world.

2. To achieve this goal, a comprehensive school improvement program must urgently be pursued.

3. Without excellence in education, the promise of America cannot be fulfilled.

MAJOR RECOMMENDATIONS:

Goals

1. Every high school should establish clearly stated goals that are widely shared by teachers, students, administrators and parents. They should focus on the mastery of language, on a core of common learning, on preparation for work and further education, and on community and civic service.

Centrality of Language

2. Elementary schools should build on the child's language skills, and English proficiency of all students should be formally assessed before they go to high school. Remediation programs should be provided if necessary.

3. All high school students should complete a basic English course with emphasis on writing. The high school curriculum should include a study of the spoken word.

Core Curriculum

4. The number of required courses in the core curriculum should be expanded from one-half to two-thirds of the total units required for high school graduation.

5. Strengthen courses in literature, history, mathematics and science and include emphasis on foreign language, the arts, civics, non-western studies, technology, the meaning of work, and the importance of health.

6. Students should complete a Senior Independent Project.

Work and Learning

7. Schools should offer a single track for all students, to include a strong grounding in the basic tools of education and a study of the core curriculum.

8. The last two years of high school should be considered a transition program in which about half the time is devoted to elective clusters.

9. Elective clusters should be carefully designed. Such a program would include advanced study in selected academic subjects, the exploration of a career option, or a combination of both.

10. High schools should be connected institutions, with ties to upper level schools, libraries, museums, art galleries etc.

11. Guidance services should be expanded.

12. A new Student Achievement and Advisement Test (SAAT) should be developed, one that could eventually replace the SAT. The academic achievement portion of the test would be linked to the core curriculum evaluating what the student has learned. The advisement section would assess personal characteristics and interests to help students make decisions.

13. The Department of Education should expand data collection to include a sampling of graduates from all high schools to track their post-high school experiences.

Service

14. All high school students should complete a community service requirement.

Teaching

15. High school teachers should have a daily teaching load of four regular class sessions and one period each day for small seminars and to help students with independent projects.

16. Teachers should have a minimum of sixty minutes each school day for preparation and should be exempt from routine monitoring of halls, lunchrooms, and recreation areas.

17. Teacher Excellence Funds should be established in every school to enable teachers to design and carry out a special professional projects.

18. Good teachers should be given adequate recognition and rewards.

19. Teachers should be supported in the maintenance of discipline based on a clearly stated code of conduct.

20. The average salary of teachers should be raised by 25% over the next three years.

21. Every high school should establish a cadet teacher program in which high school teachers identify gifted students and encourage them to become teachers.

22. Colleges and universities should establish full tuition scholarships for the top five percent of their gifted students who plan to teach in public education. These scholarships would begin when students are admitted to the teacher prepartion program at the junior year.

23. The federal government should establish a National Teacher Service, especially for those who plan to teach in science and mathematics. This tuition scholarship program would be for students in the top one-third of their high school graduating class. A three year teaching payback would be required.

24. Prospective teachers should complete a core of common learning, one that parallels in broad outline the high school core curriculum proposed in this report.

25. Every teacher candidate should be carefully selected. Formal admission to teacher training should occur at the junior year, and at that time the students would begin a three-year teacher preparation sequence. Only students with a cumulative grade point average of 3.0 or better and who have strong supportive recommendations should be admitted.

26. Once admitted to the program, the teacher candidate should devote the junior and senior years to the completion of a major, plus appropriate electives. Every secondary school teacher should complete a sharply focused major in one academic discipline, <u>not in teaching</u>. During the junior and senior years, time should be scheduled for prospective teachers to visit schools.

27. After grounding in the core curriculum and a solid academic major, prospective teachers should have a fifth-year education core built around the following subjects: Schooling in America, Learning Theory and Research, The Teaching of Writing, and Technology and Its uses. The fifth year should include classroom observation and teaching experience and a series of six one-day, common learning seminars in which students meet with outstanding arts and science scholar teachers who would relate the knowledge of their fields to a contemporary political or social theme.

28. A two-week Teacher Professional Development Term should be added to the school year, with appropriate compensation.

29. Every school district should establish a Teacher Travel Fund to allow teachers to attend professional meetings.

30. Every five years, teachers should be eligible to receive a special contract to support a Summer Study Term.

31. The credentialing of teachers should be separated from college preparation and before being credentialed, the candidate should pass a written examination administered by a Board of Examiners to be established in every state.

32. After credentialing, a career path based on performance should be available to the teacher, with salary increases accompanying advancement.

33. The evaluation of teacher performance should be largely controlled by other teachers who themsleves have been judged to be outstanding in the classroom.

34. School districts should establish a lectureship program to permit qualified nonacademic professional to teach on a part-time basis.

35. School districts should look to recently retired personnel--college professors, business leaders, and others--who after brief orientation, could teach part time in high-demand subjects. School districts should enter into partnerships with business and industry to create joint appointments.

36. In-and-out teaching terms should be established--permitting a professional to teach for one to three years, step out, and then return for another one-to-three year term.

37. A Part-Time Practitioner Credential should be created in every state.

Instruction

38. Teachers should use a variety of teaching styles--lecturing, coaching, and Socratic questioning.

39. Expectations should be high, standards clear, evaluation fair, and students should be accountable for their work.

40. The classroom use of primary source materials should be expanded.

41. States should cease their control over the selection of textbooks and transfer more authority to the district and local school.

Technology

42. The use of computer hardware should be determined by school districts prior to its purchase. The instructional material should be appropriate for the school and of high quality.

43. Every computer firm should establish a Special Instructional Materials Fund to develop software for the school. Computer companies should provide technology seminars for teachers.

44. A National Commission on Computer Instruction should be named by the Secretary of Education.

45. Federal funds should be used to establish ten Technology Recource Centers on university campuses.

46. Commercial television networks should set aside prime-time hours every week to air programs for education and thereby indirectly enrich the school curriculum.

47. A National Firm Library should be established with federal support.

Flexibility

48. The class schedule should be more flexible arranged to permit larger blocks of instructional time, especially in courses such as a laboratory science, foreign language, and creative writing.

49. Small high schools should expand their education offerings by using off-campus sites or mobile classrooms or part-time professionals to provide a richer education for all students.

50. Large high schools should organize themselves into smaller untis "schools within schools" to establish more cohesive, more supportive social setting for all students.

51. Every high school should offer special arrangements for gifted students.

52. A network of Residential Academies in Science and Mathematics should be established across the nation.

53. The Federal Elementary and Secondary Education Act (Title I) should be fully funded to support all students who are eligible to participate in this program.

54. Schools should have a reentry arrangement to permit dropouts to return to school part time or full time.

Principals

55. The Principal should be well prepared and the basic preparation should follow that of teachers, followed by a year as an administrative intern and two years as an assistant principal.

56. Principals and staff at the local school should have more control over their own budgets.

57. Principals should have more control over the selection and rewarding of teachers.

58. A network of Academies for Principals should be established.

School-College Relationship

59. All states should establish a School-College Coordination Panel to define the recommended minimum academic requirements and to smooth the transfer from school to public higher education.

60. Every high school should offer a "university in the school" program to permit able students to accelerate their academic programs. Each college or university should form a comprehensive partnership with one or more secondary school.

61. Business should provide help for disadvantaged students through volunteer tutorial and family counseling service and enrichment programs for gifted students.

62. Business should provide cash awards for outstanding teachers and summer institute arrangements. Corporate grants should provide sabbaticals to outstanding principals and a discretionary fund for principals to work with teachers on creative programs.

63. To help schools improve their physical plant and science laboratories, business should sponsor a facilities and equipment program.

Commitment to Excellence

64. Parent-Teacher-Student Advisory Councils should be established in all schools.

65. Parents should become actively involved in school board activities; boards of education should hold special meetings with representatives of the schools in their districts at least once a year.

66. A network of community coalitions should be formed across the nation to give leadership in the advocacy of support for public education.

67. The states should recognize that their overriding responsibility is to establish general standards and provide fiscal support, but not to meddle.

68. State education laws should be revised to eliminate confusing and inappropriate rules and regulations.

IMPLICATIONS FOR SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION:

1. Institutions of higher education should establish full tuition scholarships for the top 5% of their students who plan to teach. Students would be eligible at the junior year.

2. A National Teacher Service should be established for students who plan to teach in mathematics and science. Tuition scholarships would be available for students in the top one-third of their high school graduating class. A three year teaching payback would be required.

3. Teaching candidates should begin a three year teacher preparation sequence at the junior year. Only students with 3.0 or better and letters of support should be admitted.

4. Once admitted to the program, the teacher candidate should devote the junior and senior years to completion of a major, plus appropriate electives. Every secondary school teacher should complete a sharply focused major in one academic discipline not in education. A clinical component should be scheduled during the junior and senior years.

5. The fifth year program should be built around the following subjects: Schooling in America, Learning Theory and Research, The Teaching of Writing, and Technology and Its Uses. The fifth year should include classroom observations and seminars with arts and science scholar-teachers.

6. A two-week Teacher Professional Development Term should be part of the school year.

7. The credentialing of teachers should be separated from college preparation and prior to being issued a credential, the candidate would need to pass a written examination administered by a Board of Examiners.

8. Certification requirements should be changed to allow qualified nonacademic professionals to teach on a part-time basis. A Part-Time Practitioner Credential should be created.

9. Teachers should employ a variety of teaching styles: lecturing, coaching, questioning.

ADMINISTRATION/FUNDING:

1. The federal government must be a partner in the process of achieving excellence. Support for ESEA title I should be increased. A National Teacher Service and federally-funded network of Residential Academies in Science and Mathematics should be created. The government should create a National Film Library and a network of Technology Resource Centers.

2. States and localities should define goals and objectives and implement programs to see that the goals of the system are carried out.

REPORT: Academic Preparation for College

THEME:

1. Suggests a national standard for academic achievement in secondary education. Intended as a guide for high schools to use in evaluating and revising academic standards and curricula.

MAJOR RECOMMENDATIONS:

Students should be proficient in nine content areas.

1. Reading and literature.
2. Writing.
3. Speaking and listening.
4. Language.
5. The arts.
6. Mathematics
7. Science.
8. Social studies.
9. Foreign language.

IMPLICATIONS FOR SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION:

Enacting the recommendations will necessitate additional teachers in particular subject areas.

REPORT: Educating Americans for the 21st Century

THEME:

"The improvement and support of elementary and secondary school systems throughout America so that, by the year 1995, they will provide all the Nation's youth with a level of education in mathematics, science and technology, as measured by achievement scores and participation levels (as well as other non-subjective criteria), that is not only the highest quality attained anywhere in the world but also reflects the particular and peculiar needs of our nation."

MAJOR RECOMMENDATIONS:

Leadership

1. The President should immediately appoint a National Education Council to identify national education goals, to recommend and monitor the plan of action, to ensure that participation and progress are measured, and to report regularly to the American people.

2. The states should establish Governors' Councils.

3. Local school boards should foster partnerships with business, government and academia.

4. The federal government should finance and maintain a national mechanism for measuring student achievement. The system should allow comparison of educational progress.

Focus on all Students

5. The nation should reaffirm its commitment to full opportunity and full achievement by all. "Excellence and elitism are not synonymous."

Quality Teaching and Earlier and Increased Exposure

6. Priority on retraining, obtaining and retaining high quality mathematics, science and technology teachers; providing them with an appropriate work environment.

7. Priority on more and earlier instruction in mathematics, science and technology.

8. More time should be spent on mathematics, science and technology through the elementary and secondary grades; of necessity lengthen the school day, week and/or year.

Models for Change

9. Federal government should support exemplary programs.

10. State and local governments should promote exemplary programs.

Solutions to the Teaching dilemma

11. State governments should develop teacher training and retraining programs in cooperation with colleges and universities. These training programs would not necessarily be on college campuses.

12. Teacher retraining programs to be supported by the federal government.

13. In the long run, training should be a state role.

14. Every state should establish at least one Regional Training Resource Center where teachers can obtain supporting services such as computer instruction and software and curriculum evaluation.

15. National Science Foundation should provide seed money to develop training programs using new information technologies.

16. States should adopt rigorous certification standards, but not standards that bar qualified persons from teaching.

17. Elementary mathematics and science teachers should have a strong liberal arts background, college training in mathematics and the biological and physical sciences, a limited number of education courses, and practice teaching under a qualified teacher.

18. Secondary school mathematics and science teachers should have a full major in college mathematics and science, a limited number of effective education courses, and practice teaching under a qualified teacher.

19. Both elementary and secondary teachers should be computer literate; this should be part of their teacher training program.

20. Liberal arts colleges and academic departments need to assume a much greater role in training elementary and secondary teachers. Basic education courses should be revised to incorporate current findings in the behavioral and social sciences.

21. State and local systems should draw upon the staffs of industry, universities, the military and other government departments, to provide sources of qualified teaching assistance.

22. School systems should explore means to adjust compensation in order to compete for and retain high quality teachers in fields like mathematics, science and technology.

23. State and local governments should provide means for teachers to move up a salary status ladder without leaving the classroom.

24. Local school systems should explore ways to extend the teacher's employment year while providing supplementary income and revitalizing experiences.

25. Means should be found to recognize excellent teachers.

26. State and local governments should work to improve the teaching environment.

Improving What is Taught and Learned

27. Local school districts should revise elementary school schedules to provide consistent and sustained attention to mathematics, science and technology.

28. Every state should establish rigorous standards for high school graduation.

29. Three years of mathematics, science and technology should be required for high school graduation.

30. Higher mathematics and science should be required for college admission.

31. Students should be advised of requirements and remediation should be made available.

32. National Science Foundation should take a leadership role in promoting curriculum evaluation and development for mathematics, science, and technology.

33. Federal government should support research into the process of teaching and learning at both the basic level and the level of classroom application.

New Information Technologies

34. The National Science Foundation should lead in evaluating programs in the application of new technologies, demonstration, and research on integration of educational technologies with the curriculum.

35. States should establish regional computer centers for teacher education.

36. Top executives in the computer, communication and information retrieval and transfer industries should develop plans which, in a good, economic, and quick way, enable school systems to use the technology.

37. National and state education councils and school boards should work with school districts and schools to develop plans for implementing these technologies in the classroom

Informal Education

38. Youth organizations, museums, broadcasters and other agents of informal education should endeavor to make the environment for informal learning as rich as possible.

39. Federal regulation of commercial stations should include a required period of educational programming for children.

40. The federal government should provide supplementary support to encourage a full spectrum of community and educational activities by science museums.

41. The efforts of institutions like science museums should be publicized.

42. Business should work with museums to supplement and encourage their activities.

IMPLICATIONS FOR SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION:

1. Priority should be on recruitment and retention of top personnel.

2. More mathematics, science and technology should be incorporated into the K-12 schools, especially elementary schools.

3. Teacher upgrading through: state developed programs offered by colleges and universities or business and industry.

4. Support for NSF summer institutes.

5. Require rigorous but not restrictive certification standards for mathematics and science teachers.

6. Elementary education teachers should possess a liberal arts degree supplemented by a limited number of education courses.

7. Eliminate out of field teaching.

8. Institutions of higher education should take greater interest in teacher education.

9. Strengthen admission and graduation standards, and college curriculum for mathematics and science teachers.

10. Liberal arts faculty should assume a greater role in training mathematics and science teachers.

11. Require a mathematics or science major for secondary school teachers.

12. Certification requirements should be modified to allow persons with subject matter preparation but lacking education credits to teach.

13. Establish regional research and training centers for teachers.

FUNDING/ADMINISTRATION

The federal government should anticipate an initial investment of approximately $1.5 billion for the first full year of the proposed federal initiatives. The federal government should study ways to protect the states and local communities from any anticompetitive effects on the states and local communities of increasing taxes for educational purposes.

REPORT: Educational Reform: A Response from Educational Leaders

THEME:

1. There should be no repeal of the constructive reforms of the last twenty-five years: more appropriate education for the handicapped and non-English speaking students, school desegregation, school nutrition programs, student rights, and more adequate pay and protection for those in educational careers.

2. Excellence does not mean de facto exclusion of educational access for children from poor or disadvantaged families.

3. Teachers are the crucial link to school improvements. State and local school boards, superintendents and principals create a school environment conducive to teaching and learning. State and local officials raise the funds and create structures of support. Higher education and business organizations play an important partnership role.

MAJOR RECOMMENDATIONS:

Teacher Role and Compensation

1. Enactment of substantially higher base pay schedule for all teachers.

2. Establishment of a career ladder with different roles for beginning teacher, experienced teacher, and master teacher.

3. Recruitment efforts to attract the top 25% of college graduates into teaching. These might include: academic and financial recognition from colleges and corporations, or student loan forgiveness.

4. Guaranteeing safe schools, with defined codes of discipline, orderly corridors and classrooms.

5. Salary incentives to encourage career teachers to remain in the profession.

Recruitment, Retention and Removal of Personnel

6. High school and college counselors, parents and peers, teachers and civic leaders must encourage prospective teachers to enter teaching.

7. Awareness that retention of able teachers depends on many factors including salary levels, community support, prestige, discipline and grouping policies, and role of the teacher in professional decision making.

8. Unsatisfactory teachers should be removed from service only after a process which is carefully defined in writing and protects the rights of children, teachers, and employers in accordance with law.

Standards and Curriculum Review

9. Students should be able to speak, write, read and listen to the English language. Students should be able to write expository themes and research papers.

10. College-bound and noncollege-bound students should be able to add, subtract, multiply, divide, solve mathematical problems, and have completed an introduction to algebra and geometry. College bound students should also study advanced mathematics.

11. World history, United States history, and government should be taught in both elementary and secondary schools.

12. Science, including biology, chemistry and physics should be available to all students.

13. Computer technology should be part of the school curriculum beginning in the early grades.

14. States and localities should consider for high school graduation the following: four years of English, two years of mathematics, two years of science, two years of history and social studies, an opportunity to study a foreign language, as well as physical education, arts and vocational programs. College-bound students should meet more rigorous requirements.

15. Schools must insist on compliance with standards requiring: student attendance, a strong code of student discipline, challenging textbooks, demonstrations of student achievement, student self-discipline.

16. Schools must insure that steps to achieve excellence are not taken at the expense of equity. Funds must be made available to provide supplemental or remedial programs if necessary.

17. It is essential that quality measures be directed toward both elementary and secondary schools.

Quality Use of Time

18. A careful review of the proportion of the school day already available to pupils and teachers for instruction should be undertaken prior to any lengthening of the school day.

19. Schools should consider the option of extending the school year and the provision of special programs during the summer.

20. Homework should be given that develops a variety of basic and advanced skills, with a realistic perception of teacher work load.

Testing and Evaluation

21. The use of testing for promotion, graduation or college admission is supported only in conjunction with grades, teacher recommendations and other indicators of performance.

22. Testing should be used as part of the process of screening new teachers but not as the only criterion for certification or employment.

IMPLICATIONS FOR SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION:

1. Loan forgiveness or scholarships should be used to attract talented students into teaching.

2. Guidance counselors should encourage students to pursue teaching careers.

3. Testing should be but one criterion for certification and entry into or exit from a teacher education program.

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FUNDING/ADMINISTRATION:

1. Although states will bear a major portion of the costs for school improvement, the federal government should share the burden.

MEMBERS ORGANIZATIONS:

American Association of Colleges for Teacher Education

American Association of School Administrators

American Federation of Teachers

Council of Chief State School Officers

Education Commission of the States

National Association of Elementary School Principals

National Association of Secondary School Principals

National Association of State Boards of Education

National Congress of Parents and Teachers

National Education Association

National School Boards Association

REPORT: A Place Called School

THEME:

1. We are only beginning to identify the most significant problems in our school system.

2. Many problems are deeply entrenched and chronic.

3. Significant reform requires focus on the entire school; all aspects, teachers, principals, curricula, etc. are interconnected.

MAJOR RECOMMENDATIONS:

1. School districts should identify promising prospective principals and help them develop the necessary leadership ability.

2. Schools should provide paid leave to attend university programs in administration.

3. Principal should chair a policy planning group for his/her school involving teachers, students, parents, and the general public.

4. Schools should have flexibility in use of funds, staffing plans, and staff development activities within broadly established district and state goals.

5. Authority and responsibility should be differentiated and distributed across the system.

6. Students should not be tracked, assigning pupils to classes randomly assures equal access to knowledge.

7. Elementary schools should be structured to have 25 hours of instruction per week.

8. Teacher contracts should be for 180 days with an additional 20 paid days for planning and school improvement activities.

9. Five domains of knowledge should be the basis for a high school student's program of studies: 18% math and science; 15% social studies, arts and vocations; 10% physical education; and 10% individal choice (a sixth domain). Within the five domains two thirds of the program would be from a core curriculum.

10. Students should be given vouchers to purchase courses if they are not available through their high school.

11. There should be at least one national center for research and development corresponding to each of the five domains. Curriculum design centers would be established in each state to combine the domains to assure curriculum balance.

12. Each school should have a headmaster or headmistress to serve as the educational leader for the unit.

13. High schools should not train for specific jobs.

14. Practice teaching should only be done at "key" or demonstration schools.

15. A two-year internship and three-year residency would be required prior to application for a position as a career teacher.

16. Demonstration schools, or key schools, should be established in school districts to develop exemplary and innovative practice.

17. School personnel should receive differential salaries. Passage along the career ladder would be on the basis of added training and competency rather than seniority.

18. Schools should be able to have more flexibility in staffing, such as use of part-time teachers.

19. Schooling should begin at the fourth birthday, not necessarily in September. Students would spend four years in an ungraded primary school and at eight move into an elementary school. At twelve the student would attend a secondary school.

20. Older students should be used to teach younger students.

21. Students would receive a high school graduation certificate at additional study or service would follow.

IMPLICATIONS FOR SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION:

1. Teachers must be given ample opportunity to see and use techniques designed to promote critical thinking. Revision of teacher training programs may be needed.

2. A network of district-based schools (key schools) with responsibility for developing exemplary practices should be established. These key schools should be linked with institutions of higher education and with each other. Teachers in the key schools might have joint appointments at colleges or universities.

3. More research attention should be given to teaching and the circumstances of teaching.

4. More care and attention should be given to the placement of student teachers. These persons should be placed only in key or demonstration schools.

5. Teaching candidates would need to complete a two year program of professional studies prior to a three year residency in a demonstration school.

FUNDING/ADMINISTRATION:

Support for educational quality must come from all levels of government, however it should be the role of states to establish goals rather than to intrude in day-to-day operations of the schools.

REPORT: The Condition of Teaching: A State by State Analysis

THEME:

Compilation of data on teachers and conditions that affect schools.

FINDINGS:

1. Teachers' salaries differ widely from state to state and are down in relation to the total spent on each student.

2. Teachers' salaries not only start out low but fail to grow commensurate with salaries received by other professionals.

3. There are more teachers even though there are fewer pupils.

4. Demand for teachers is starting to exceed supply and is expected to grow.

5. The caliber of new teachers is low and getting worse.

6. The percentage of certified teachers in public schools is far greater than in private schools.

7. Federal and state contributions to school funding show vast differences across the country.

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